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ABSTRACT

A survey of 7% of all students attending classes in the Los Angeles Community College District during Fall, 1978, was conducted to determine educational and career goals and interests, levels of college preparation, commuting patterns, employment while attending college, personal or parental income, attitudes toward tuition, marital status, interest in child development centers, and evaluation of college services. Major findings, based on responses of over 8,500 students, indicated that: (1) the most cited reason for attending college was to develop occupational or technical skills; (2) proximity of college to home was the most important reason for selecting a particular district college; (3) business and secretarial courses attracted the most interest among students (4) 32% of the respondents indicated the bachelor's degree as their highest academic goal; (5) 51% did not take college preparatory courses in high school; (6) 77% used a car to commute to school; (7) 80% worked full- or part-time while attending college; (8) of those who indicated a parental income, 52% reported an annual income over \$15,000; (9) of those reporting personal incomes, 52% had annual earnings under \$4,000; and (10) teaching received the highest rating of any college service. The survey report includes data tables and discussions for each question and compares results of 1976 and 1978 surveys. (JP)

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EDUCATIONAL SERVICES

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THE LACCD STUDENT: WHO, WHERE, WHY, & HOW

July 1979

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A subcommittee of the District Research Committee prepared the survey instrument; members included Ernesto Ballesteros (East), Jeanne Landis (Harbor), Fred Machetanz (Valley), and Irving Weiser (District). The District Research Committee determined the survey methodology, and college members of the Committee supervised the administration of the survey at each campus.

Coordination of the Fall 1978 Student Survey and the analysis of data were the responsibilities of Irving Weiser in the District Office of Educational Planning. The final report was prepared by Nancy Conrath, Office of Educational Planning.

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PART I

Introduction, Major Findings, Trends and Comparisons



INTRODUCTION

The Los Angeles Community Colleges have periodically conducted surveys of students regarding their background characteristics and attitudes toward college enrollment. Initial surveys were part of national samples coordinated by the Cooperative Institutional Research Program (CIRP). In 1970, only Los Angeles City College participated in the CIRP survey. In 1974, all District colleges participated in the survey, and a report comparing results of the District and national samples was published by the District Office of Educational Research and Analysis.¹

Although the CIRP national samples included students from both two- and four-year institutions, the survey instrument was clearly more appropriate for students enrolled in four-year institutions. In 1975, the District Research Committee discontinued its participation in the CIRP survey and designed its own survey instrument tailored to the information needs of District colleges. The first LACCD student survey was conducted in the fall of 1976, with the District Office of Educational Research and Analysis providing the analysis and preparing the final report.²

It was the intention of the District Research Committee to administer the survey biennially, with some updating of the questionnaire. The 1976 survey instrument was modified somewhat and expanded to include

¹Los Angeles Community College District Office of Educational Research and Analysis, A Comparison of District and National Student Profiles, Research Report 75-05, August, 1975.

²Los Angeles Community College District Office of Educational Research and Analysis, The LACCD Student: Who, Where, Why, and How, Research Report 77-01, April 1977.

evaluation of college services and attitudes regarding tuition. The Fall 1978 Student Survey was administered to a 7 percent sample of all District students attending classes during the last quarter of the semester. This report summarizes student response to the 1978 questionnaire and compares results to the 1976 survey and to national surveys when applicable.

MAJOR FINDINGS

The Fall 1978 Student Survey was designed to collect information from students which is not available from student records, but which would be useful to planning and assessing college programs and services. Needs for information identified by the District Research Committee were in the following areas:

- o educational and career goals of students
- o levels of preparation for college among students
- o commuting patterns of students traveling to and from college
- o employment of students while attending college
- o personal or parental income of students
- o evaluation by students of college services

Student responses to questions in each of these areas are highlighted below, with a fuller discussion provided in later sections of this report.

Student Educational Goals

- o The development of occupational or technical skills was the most frequent reason students gave for attending college, at 38 percent.

Preparation for transfer to a four-year institution was selected as the most important reason for attendance by 36 percent of the respondents.

Fifteen percent responded that they enrolled to get help in choosing a career.

- o The proximity of college to home was the most important reason for selecting a particular District college, at 41 percent of the response.

Other reasons included tuition by 17 percent, the reputation of the college for good teaching by 16 percent, and no

admissions requirements by 8 percent of the respondents.

- o Business and secretarial courses attracted the most interest among students, at 23 percent.

Other high-interest subject areas were social and behavioral sciences, selected by 17 percent of the respondents, and trades or applied technology, preferred by 14 percent.

- o The bachelor's degree was chosen as the highest academic degree goal by 32 percent of the respondents.

The master's degree was the highest goal for 18 percent of the respondents, while the associate degree was selected by 15 percent.

Fifteen percent were undecided about their degree goal, while 5 percent were not interested in any degree.

Levels of Preparation for College

- o College preparatory courses were not taken in high school by 51 percent of the respondents.
- o The highest level of education attained by most students was a high school diploma, at 61 percent, with 22 percent reporting some college but no degree.

Eleven percent reported levels of education higher than sophomore.

Six percent reported levels of education lower than high school completion.

Commuting Patterns

- o Most students reported using a car to commute to and from campus, at 77 percent.

Thirteen percent reported commuting by bus.

- o Most students reported living within six miles of campus, at 60 percent.

Eighteen percent reported living ten miles or more from campus.

Employment Patterns

- o Full or part-time employment while attending college was reported by most students, at 80 percent. Full-time employment was reported by 34 percent.

The average number of hours worked per week by respondents was 24.

Income and Tuition

- o Among students reporting parental income, 52 percent reported annual incomes of \$15,000 or higher. Twenty percent reported incomes of \$30,000 or higher.

Seventeen percent reported parental incomes of less than \$6,000.

- o Among students reporting personal income, 52 percent reported annual incomes of less than \$4,000. Fourteen percent reported no income.

Personal incomes of more than \$10,000 were reported by 24 percent of those responding.

- o A \$5 per unit tuition charge would not be a problem to 39 percent of all students responding. This proportion rises to 52 percent when students reporting that they were uncertain are excluded.

Tuition with additional financial aid would be acceptable to 16 percent of all respondents, while 20 percent could not afford a \$5 per unit tuition charge.

Students reporting higher income levels more often responded that tuition was not a problem than students reporting lower incomes.

Evaluation of College Services

- o Teaching received the highest rating of any college service, at 3.2 on a scale of 1 to 4.

High ratings were also given library services and services for the handicapped, both at 3.1, and child development center services, at 2.9.

- o Services given the lowest ratings were food services, at 2.2; financial aids, at 2.4; Extended Opportunities Programs and Services (EOP&S) and counseling, both at 2.5.

TRENDS AND COMPARISONS

Occupational and transfer education continue to be major purposes students have for enrolling in Los Angeles Community Colleges. A comparison between the 1976 and 1978 survey responses, however, indicates that interest in occupational education has increased while interest in transfer education has decreased. The proportion of students who gave occupational education as their reason for enrolling in college increased from 27 to 38 percent, while those enrolling for transfer education decreased from 40 to 36 percent. Interest in subject areas, included for the first time in the 1978 questionnaire, also reflects the trend toward occupational education, with high interest reported for business subjects, secretarial science, trades, and applied technology. Among transfer subjects, social and behavioral sciences were most popular. Help in choosing a career is also an important reason for enrollment among students, although the proportion citing this reason has declined from 19 to 15 percent of the respondents.

Proximity of home to college remains the most important reason for attending a particular District college, with a slight decrease of importance from 44 to 41 percent. Among other reasons for attending a specific District college, no tuition was given by about 16 percent of the respondents in both surveys, while reputation for good teaching rose from 12 percent in 1976 to 16 percent in 1978. Eight percent of both survey samples gave low admissions requirements as the most important reason for enrolling in a District college. Convenient location and open access are recognized by students as important factors influencing their enrollment in a District college.

The educational level of most students is clearly lower-division. A number of students, however, reported lower or higher levels. Taking advantage of open admissions policies, 5 percent of the 1976 sample and 6 percent of the 1978 sample reported levels of education below high school completion. The proportion of students reporting more than a sophomore level of education increased from 8 to 11 percent between the 1976 and 1978 surveys. The convenient location of District colleges has benefitted these students, most of whom enroll part-time, presumably for the purpose of supplementing or continuing their education.³

Fewer students in 1978 than in 1976 reported having taken college preparatory courses in high school, at 49 percent compared to 53 percent. This proportion is much lower than among freshman students in the CIRP sample, with 88 percent of all freshmen and 78 percent of community college freshmen reporting college preparatory enrollment.⁴ Both academic preparation and educational level vary widely among Los Angeles Community College students.

Educational goals are similarly diverse among students. While the largest proportion of students gave the bachelor's degree as their highest educational goal, a graduate degree was the highest goal for 28 percent and an associate degree or certificate the highest goal for 18 percent of the respondents. The distribution of educational goals among students was very similar for both survey samples.

³Seventy-four percent of those with more than a sophomore level of education were enrolled part-time and were 25 years of age or more (CCAF 131 Fall 1978 Enrollment Report).

⁴Alexander W. Astin, Margo R. King, and Gerald T. Richardson, The American Freshman: National Norms for Fall 1978, Cooperative Institutional Research Program, Los Angeles: University of California at Los Angeles, 1978, p. 49.

The attraction convenient location has to community college students was verified by commuting distances reported by students. A majority of students reported living within six miles of the campus, with this proportion increasing from 57 to 60 percent between 1976 and 1978, while the proportion of those commuting ten miles or more dropped from 23 to 18 percent. The use of the car as the principal mode of transportation, at 77 percent, and the bus, at 13 percent, have hardly varied since 1976. Rising fuel prices may affect future commuting patterns.

Most Los Angeles Community College students work at least part-time. The proportion of working students increased from 74 percent of the 1976 sample to 80 percent in 1978. The number of hours worked per week has also increased. Those working 20 hours were 51 percent of the 1976 sample and 64 percent of the 1978 sample.

Personal and parental incomes reported by students were similar for both samples when adjusted for inflation. Parental incomes of \$15,000 or more were reported by 45 percent of the 1976 sample and 52 percent of the 1978 sample. The largest increase was among those reporting incomes of \$20,000 or more, rising from 24 percent in 1976 to 37 percent in 1978. Parental income reported by District students is somewhat lower than that reported by two-year college freshmen in the CIRP samples, and much lower than that reported by freshmen in all post-secondary institutions. Fifty-nine percent of two-year college freshmen and 66 percent of all freshmen reported incomes of \$15,000 or more in the 1978 CIRP sample, with 50 percent of all freshmen reporting parental

incomes of \$20,000 or more.⁵ The majority of District students reported personal incomes below \$4,000 in both the 1976 and 1978 surveys, at 54 and 52 percent, respectively. The open access, tuition-free local community colleges have enabled a sizable proportion of low and moderate-income students to enroll.

Variation in personal and parental income did affect attitudes toward the possible imposition of tuition, with those reporting lower than average income levels also responding that tuition would make enrollment difficult unless additional financial aid were available. Thirty-nine percent of the respondents did not find a \$5 per unit tuition charge a problem; for 16 percent additional financial aid would be necessary, and for 20 percent tuition would represent a barrier to enrollment.

The high evaluation rating students gave instructional services reflects the importance of and satisfaction with good teaching. For many students enrolled part-time, working, and commuting, the classroom experience is the central campus orientation. Not surprisingly, library services, which most directly relates to instruction, were also rated high. High ratings for services were not necessarily related to high utilization of services, however. Handicapped and child care services received high marks even though utilized by few students. Students perceived counseling, EOP&S, financial aids, and food services as less satisfactory than other services.

⁵Ibid, p. 48.

Who is the typical Los Angeles Community College student? What does this student expect, perceive, or value? These survey data indicate that he or she is pursuing an occupational or transfer program leading toward a degree, is older, more often working and less affluent than university students, and values the college for its instructional program, its open access, and its convenient location.

Los Angeles Community College students, however, are frequently atypical. Age, academic preparation and program enrollment, educational goals, and the level and type of participation are diverse. The District's continuing success in meeting the educational needs of its current and potential students depends on its ability to respond and adapt to individual differences among students.

In the sections which follow, response to individual questionnaire items will be discussed in greater detail. Significant variation in response by student characteristics will be noted in an attempt to retain the diversity in attitude and background which does typify Los Angeles Community College students.

PART II

Academic Goals, Subject Interests, and College Preparation



Most Important Reason for Attending College

The response given more often than any other by students to the question "What is the most important reason you are attending college?" was the need to acquire or improve occupational or technical skills, at 38 percent. The next most frequent response was preparation to transfer to a four-year college, at 36 percent. Fifteen percent also responded that the most important reason for enrolling was to get help in choosing a career. Other reasons accounted for less than 12 percent of the total response.

As noted previously, the relative interest in occupational or transfer education has reversed rank in importance since the 1976 survey, with occupational education increasing from 27 to 38 percent of response, and transfer education decreasing from 40 to 36 percent.

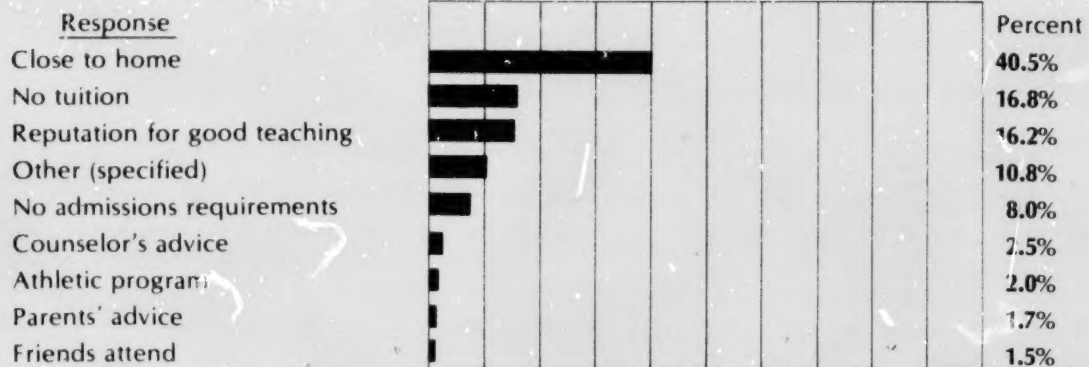
Response to occupational training or retraining was most frequent among older students, or those enrolled part-time or in the evening. Of those 30 years of age or more, or enrolled in the evening, 50 percent gave occupational education as their reason for enrollment, compared to 34 percent of those under 30 years and 23 percent of day students. Occupational education was selected by 45 percent of part-time students compared to 31 percent of full-time students.

Conversely, transfer purposes were more important among younger, full-time day students than other students. More than 40 percent of these students selected transfer education as their most important reason for enrollment, compared to 25 percent or less of those 30 years of age or more, enrolled part-time or in the evening.

Occupational or transfer motives did not vary by sex and varied only slightly by ethnic background. Occupational education was somewhat more important among black and Filipino students than other students, while white and Asian students more often than others enrolled for transfer purposes. Women more often than men indicated the need for help in choosing a career as the most important reason for enrollment, at 17 percent compared to 13 percent.

Among the individual District colleges, Trade-Tech students most often reported that occupational education was their reason for enrollment, at 64 percent, while students at West most often chose transfer education as their enrollment objective, at 53 percent. Pierce students most often gave help in choosing a career as a reason for enrollment, at 18 percent.

What is the most important reason you chose to enroll at this college?



N = 8408

Most Important Reason for Attending a District College

The most frequent response students gave for attending a particular Los Angeles Community College was the college's location close to home, at 41 percent. Other major reasons were no tuition, at 17 percent, and the college's reputation for good teaching, at 16 percent.

Although the rank order of reasons for attending a specific college was consistent with the 1976 survey, response to the college's reputation for good teaching rose from 12 to 16 percent. Confidence in the quality of teaching was also represented in the student rating of teaching, which was highest among college services evaluated.

Proximity of college to home was most important to students who were enrolled part-time, in the evening, or who were 30 years of age or more; the difference between these students and full-time day students or those under 30 years was 11 percent. Students who were white or had above-average parental incomes selected proximity as most important more often than students who were minority or had below-average incomes, with a difference of 5 percent.

No tuition as a reason for enrollment was somewhat more important to students from middle-income families (\$9,000 to \$18,000) than to students from lower or higher-income families. While this difference was slight, at 18 percent of the middle-income respondents compared to 15 percent of either the lower or higher-income respondents, it may reflect the lack of financial aid available to middle-income students.

The college's reputation for good teaching was more important to minority than to white students, at 20 percent compared to 11 percent of response. Teaching was more important to lower than higher-income students; this reason for enrollment was given by 25 percent of those reporting incomes below \$6,000 compared to 13 percent of those reporting incomes above \$18,000. Eighteen percent of day students gave reputation for good teaching as the most important reason for enrollment, compared to 14 percent of evening students.

Among colleges, proximity was most important to students from Mission, at 75 percent of response, and least important to Trade-Tech students, at 21 percent. No tuition was most important to students from City, at 22 percent, and least important to students from Southwest, at 4 percent. Trade-Tech students most often gave reputation for good teaching as their reason for enrollment, at 25 percent, while students from Mission least often gave this reason, at 1 percent. In general, more established colleges attracted students because of their reputation more often than newer colleges, which more often depended upon their convenient locations to attract students than established colleges. Variation in the importance of tuition may again reflect availability of financial aid as well as differences in the income levels of students.

In what area of study do you have the greatest interest?

Response
 Business and Secretarial
 Social & Behavioral Sciences
 Trades & Applied Technology
 Math, Physical/Life Sciences
 Chemistry
 Fine Arts & Humanities
 Undecided
 Health & Allied Health Fields
 Language and Literature
 Home Economics/Consumer/
 Family Studies



N = 8325

Subject Area of Greatest Interest

Response to interest in subject areas was broadly distributed among areas listed in the questionnaire. Subjects which interested the highest proportion of students were business and secretarial sciences, at 23 percent; social and behavioral sciences, at 17 percent; and trades and applied technology, at 14 percent. These three areas also had the largest enrollments during the 1977-78 academic year.⁶ Moreover, two of the three areas relate to occupational education objectives, high among students' reasons for college attendance. Subjects which least interested students were language and literature, at 4 percent of response; and home economics, consumer, and family studies, at 3 percent.

Day students more than evening students indicated interest in mathematics and sciences, arts and humanities, or were undecided, while evening students more than day students preferred the occupationally-related areas of business and secretarial sciences, or trades and applied technology. This pattern is consistent with the greater response among evening than day students for occupational education as a reason for enrollment, and with transfer education preferred more often by day than evening students. Differences between day and evening students regarding subject interest, however, did not vary more than 7 percent.

Younger students under 30 years of age more often than older students expressed a preference for mathematics and sciences or were undecided,

⁶Los Angeles Community College District Office of Educational Research and Analysis, Program Enrollment: 1973-1977, Research Report 78-02, May, 1978.

while students 30 years of age or more preferred business and secretarial sciences, or language and literature more often than younger students. These differences did not exceed 6 percent.

Differences in the appeal of subjects were often distinct between men and women students, reflecting sex-related occupational roles. Interest in trades and applied technology was reported by 24 percent of the men compared to 5 percent of the women, while health and allied health fields interested 12 percent of the women but just 3 percent of the men. Women expressed more interest than men in business and secretarial sciences, social and behavioral sciences, language and literature, and home economics, while men more often than women were interested in mathematics and sciences; these differences ranged from 3 to 5 percent.

The greatest difference among colleges regarding interest in subject areas was the preference among Trade-Tech students for trades and applied technology, at 49 percent of response compared to an average of 14 percent among all respondents. Interest in social and behavioral sciences was 12 percent above average at Mission; in arts and humanities 8 percent above average at City; and in business and secretarial sciences 6 percent above average at Southwest.

Did you select your High School Courses to
prepare for college?

Response										Percent	
No										50.9%	
Yes										49.1%	

N = 8227

High School Preparation for College

Just more than half of survey respondents reported that they had not taken a college preparatory program in high school. This was a reversal of the 1976 survey response, when a slight majority reported enrollment in a college preparatory program. The 49 percent of LACCD students reporting college preparatory enrollment compares to 88 percent of all freshmen and 78 percent of two-year college freshmen surveyed in the 1978 CIRP national sample.⁷ This comparison suggests that LACCD students more often than other college students maintain interest in vocational rather than transfer preparation, consistent with high interest in vocational education as a reason for enrollment.

The proportion of students who had taken college preparatory programs did not vary a great deal among types of students. Higher than average by from 3 to 8 percent were women, those reporting parental incomes of \$12,000 or more, Asian and Filipino students, those under 20 years of age, or 50 years of age or more. The proportion of Hispanic students taking preparatory programs was lower by 8 percent. Differences between day and evening students, or between full-time and part-time students were less than 2 percent.

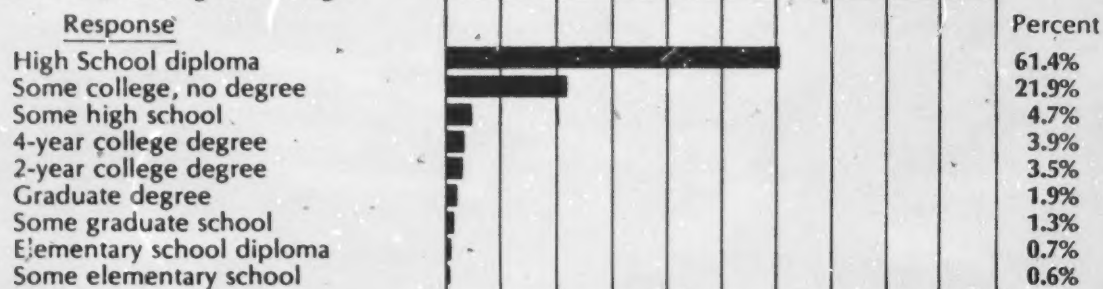
Better preparation for college level work among those taking college preparatory programs can be inferred by the association found between enrollment in preparatory programs and higher than average grades.

⁷Astin, et al, op. cit., p. 49

Nearly 40 percent of those reporting college preparatory enrollment also reported a cumulative grade point average of 3.0 (B) or better, compared to 34 percent reporting no college preparatory enrollment.

Among District colleges, the proportion reporting college preparatory enrollment ranged from 45 to 53 percent. Southwest and Trade-Tech students least often reported college preparatory enrollment, while West and Pierce students most often reported preparatory enrollment.

What was your highest level of education before attending this college?



N = 8485

Highest Level of Education before Attending this College

A clear majority of survey respondents reported high school completion as their highest educational level, with more than a fifth reporting some college work below the associate degree. These two categories were designated by 83 percent of the respondents, and represent an appropriate educational level for lower-division transfer and two-year occupational programs.

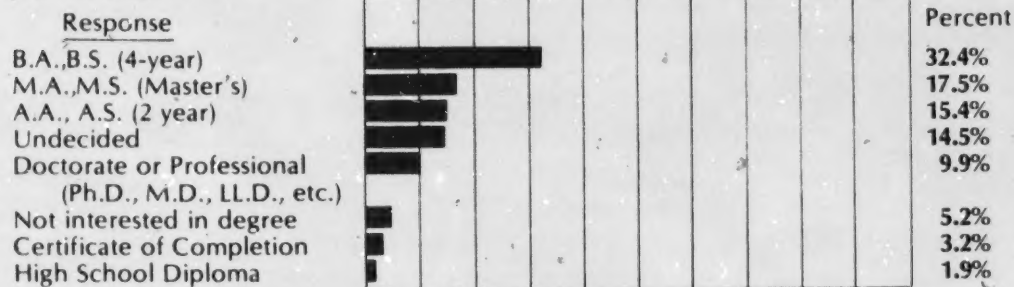
The range of educational preparation, however, is extensive, with substantial numbers of students reporting levels below or above the typical lower-division level. Six percent of the sample reported less than high school completion. Applying this percentage to Fall 1978 enrollment, approximately 7,500 students who have not completed high school were enrolled in District colleges. It can be expected that many of these students benefit from enrollment in developmental courses. On the other end of the spectrum, nearly 4 percent reported completion of an associate degree, while 7 percent reported completion of a baccalaureate degree or more, representing as many as 15,000 students enrolled in District colleges for continuing education purposes.

Less than high school completion was reported more often than average, with differences from 3 to 5 percent, by Hispanic or Asian students, students with less than \$12,000 parental income, or students 50 years of age or more. Those reporting a baccalaureate degree or higher level were more often Filipino or Asian, students with \$4,000 or more personal income, students 30 years of age or more, or students enrolled during the

evening or part-time. Differences in the proportion of those reporting a baccalaureate degree or higher ranged from 5 to 18 percent.

Among colleges, variation in the level of education reported was greatest for high school completion, with Pierce students highest and Mission students lowest, at 69 and 49 percent. Less than high school completion was most often reported by Trade-Tech students, at 13 percent, and least often by Pierce students, at 3 percent. The proportion reporting a baccalaureate degree or higher level was 9 percent among City and Valley students, and 4 percent among Southwest and West students. Thirty percent of students at Mission and West reported some college but no degree, contrasting with 16 percent at East. Completion of a two-year college degree was most frequently reported by Mission and Trade-Tech students, and least often by West and Southwest students, with the range of difference slight at 4 percent.

What is the highest academic degree you plan to obtain?



N = 8456

Highest Academic Degree Sought

Academic degree goals among survey respondents were consistent with 1976 survey results. As the table indicates, the most common degree goal was the bachelor's, followed by the master's, the associate, and the doctoral degree. A majority of 60 percent reported a degree goal beyond the associate degree, a much higher proportion than the 36 percent giving transfer education as their most important reason for attending college. Among two-year college freshmen responding to the 1978 national survey, however, 78 percent reported a degree goal beyond the associate level.⁸ The potential of earning a four-year college or graduate degree is apparently an important incentive for many community college students.

Degree goals beyond the associate level were most frequent among students who were less than 30 years of age, above average in parental income, black, or enrolled full-time. Response to certificate or associate degree goals was highest among students 30 to 50 years of age, below average in income, women, or Hispanic. Variation in these degree goals, however, did not exceed 6 percent above the survey sample average. No interest in a degree goal was reported most often among those 40 years of age or more, those who were white, enrolled during the evening, or part-time. By far the greatest difference in response was from the 5 percent of respondents 50 years of age or more, with 29 percent reporting no interest in a degree compared to an average of 5 percent.

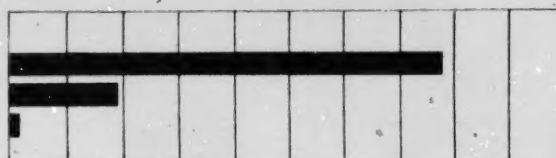
Among colleges, variation in degree goals reflect differences in program

⁸Ibid., p. 51

emphasis. Certificate or associate degree goals were selected by 43 percent of Trade-Tech students compared to 7 percent of West students. Conversely, a degree goal beyond an associate degree was most common among West students, at 77 percent, and least common among Trade-Tech students, at 36 percent. Mission students most often reported no interest in a degree, at 8 percent, with Southwest students least often reporting no interest in a degree, at 2 percent. Southwest also had the second highest proportion of students reporting a degree goal beyond an associate degree, at 69 percent.

What type of classes are you primarily interested in attending?

Response
 Classes for credit
 Credit & non-credit classes
 Non-credit Community Services
 classes



N = 8367

Interest in Credit or Non-Credit Classes

A strong majority of 78 percent of survey respondents indicated interest in credit classes, just slightly less than the 80 percent reported by 1976 respondents. Of those reporting interest in non-credit classes, 20 percent preferred both credit and non-credit classes, while just 2 percent were interested in non-credit classes only.

Interest in credit classes was highest among students who were white, under 20 years of age, with above-average parental incomes, enrolled during the day or full-time, or interested in mathematics or science subjects. Students most often preferring non-credit or both credit and non-credit classes were Asian, 50 years of age or more, below-average in parental income, enrolled during the evening or part-time, or interested in liberal arts subjects. The age of respondents most influenced interest in credit or non-credit classes. Among those 50 years of age or more, 53 percent preferred credit and 12 percent non-credit classes only, compared to 82 percent preferring credit and just 1 percent preferring non-credit only among those under 20 years of age. Variation by other characteristics of students did not exceed 11 percent.

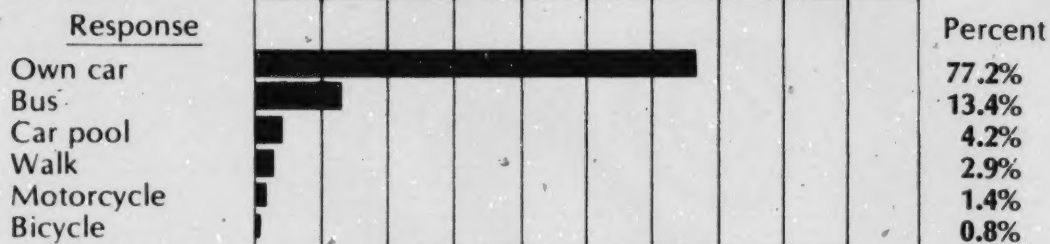
Pierce and Valley students most often preferred credit classes, at 82 percent, and least often preferred both credit and non-credit classes, at 15 percent for Pierce and 16 percent for Valley students. Conversely, Mission students least often preferred credit classes, at 72 percent, but most often preferred both credit and non-credit classes, at 25 percent. Highest preference for non-credit classes only was among Trade-Tech and Mission students, while lowest preference was among Southwest students.

PART III

Student Travel Patterns, Income Levels, and Work Loads



What is your primary means of getting to campus?



N = 8428

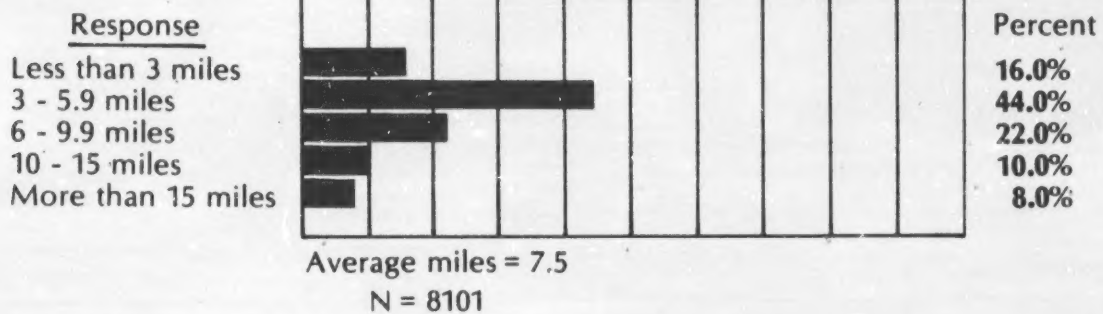
Primary Means of Getting to Campus

Survey respondents in 1978 as in 1976 most often drove to campus. Thirteen percent rode the bus, up nearly 2 percent from 1976, although the difference was probably influenced by the RTD bus strike in the fall of 1976. Other modes of transportation accounted for less than 10 percent of response. Continuing fuel shortages may alter reliance on the car for transportation in the future, however.

Use of the car was 6 to 12 percent higher than average among students who were white, with incomes of \$15,000 or more, 30 years of age or older, enrolled in the evening or part-time. Use of the bus was 12 to 15 percent higher than average among black students or students with incomes below \$15,000, and 4 to 5 percent higher among students under 30 years of age enrolled during the day or full-time.

Among colleges, use of the car was 10 to 13 percent higher than average among students at the suburban, valley colleges: Pierce, Mission, and Valley. Use of the bus by these students was 9 to 11 percent lower than average. Students from the urban colleges--City, Trade, and Southwest--more often used the bus and less often the car; these differences from the average ranged from 10 to 18 percent. Variations among colleges may well reflect differences in bus service available.

Please indicate how many miles you live from campus.



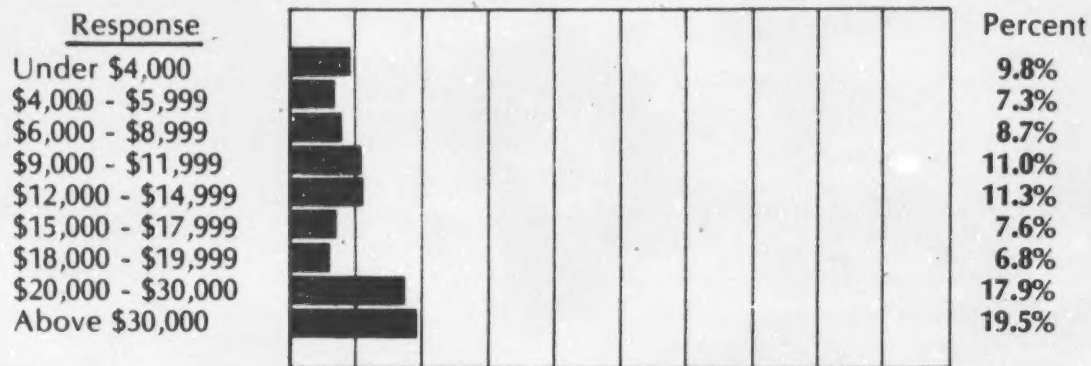
Distance from Home to Campus

A substantial 60 percent majority of respondents lived within six miles of campus, consistent with 1976 survey response. While this pattern confirms the importance convenient location has to enrollment, a sizable 18 percent commuted ten miles or more from home to campus.

Students who more often than others reported living within six miles of campus were Asian or Filipino, enrolled in the evening, or 50 years of age or more. These proportions ranged from 6 to 10 percent above average. The proportion of those commuting less than six miles tended to increase with age. There was little difference in distance reported from home to campus by sex, income, or full-time or part-time enrollment. In every category of students, the majority commuted less than six miles.

Variation was greater among colleges, however. Southwest students were 17 percent above average in reporting distance from home to campus under six miles, while Trade-Tech students were 17 percent below average. West students were 11 percent above average and Valley students 8 percent below average in reporting commuting distance under six miles. Variation can be expected to reflect both commuting patterns and specialized curricular programs which attract enrollment from a wider area.

Please estimate your parents' annual income.
(Answer only if you live with your parents.)



N = 3812

Estimated Parental Income Levels

Parental incomes of \$15,000 or more were reported by 52 percent of respondents still living with their parents, or dependent students. This proportion compares to 45 percent of the 1976 sample, a difference which may reflect current rates of inflation. The greatest difference in the two samples, however, was the increase in those reporting above-average incomes. The proportion reporting parental incomes of \$20,000 or more increased 55 percent, compared to decreases of 25 percent for those reporting incomes below \$12,000.

Parental incomes reported by LACCD students were lower than the average of two-year college freshmen and all college freshmen. Incomes of \$15,000 or more were reported by 59 percent of two-year college and 66 percent of all college freshmen, compared to 52 percent of LACCD respondents.⁹

As would be expected, most students reporting parental income were less than 30 years of age. Seventy percent were full-time students, compared to 66 percent of the total sample, and 83 percent were enrolled during the day, compared to 66 percent of the total sample. The proportion of minority students was the same as that of the total sample, and the proportion by sex was similar.

There was little variation in parental income reported by differences in age or in enrollment full- or part-time, day or evening. Students enrolled during the evening or full-time, or less than 20 years of age

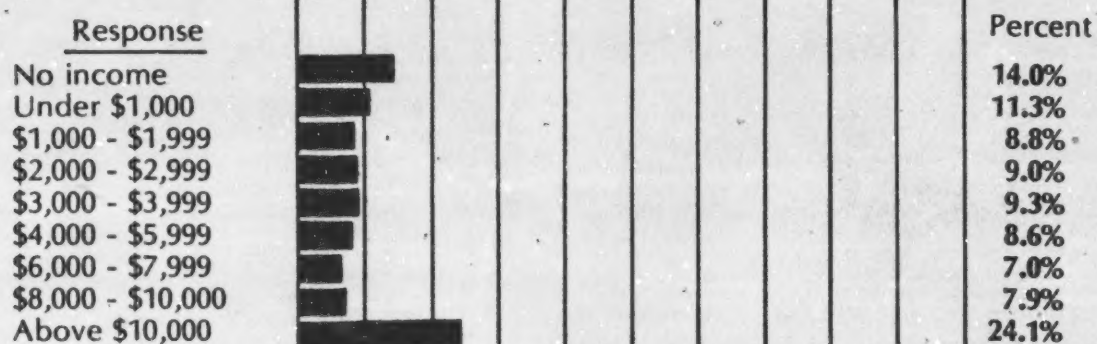
⁹Ibid., p. 64

reported slightly lower incomes than day or part-time students, or those between 20 and 30 years of age.

The greatest difference in income reported was between white and all classifications of minority students. Among students reporting minority classifications, from 42 to 58 percent reported incomes below \$12,000, compared to 18 percent of white students. Conversely, incomes of \$20,000 or more were reported by 56 percent of white students, while 17 to 28 percent of minority students reported incomes of \$20,000 or more.

Among colleges, City, Southwest, Trade-Tech, East and Mission were above average in the proportion of students reporting incomes below \$15,000; these proportions ranged from 77 to 63 percent. West, Harbor, Valley, and Pierce were below average, ranging from 44 to 23 percent. For most colleges, these differences reflect variation in the enrollment of minority students.

Please estimate your personal annual income. (Include all income.)



N = 7669

Estimated Personal Income Levels

A majority of 52 percent of survey respondents reported personal incomes of less than \$4,000. The pattern of income reported is consistent with the 1976 survey, varying no more than 3 percent. As with parental income, the greatest difference between the two samples is the increased proportion of those reporting income in the highest category. Twenty-four percent reported personal incomes above \$10,000, compared to 21 percent of 1976 respondents.

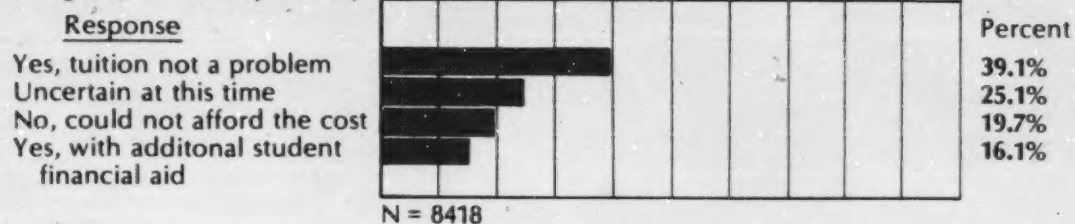
There was, however, wide variation in personal incomes reported among types of students and enrollment. Quite predictably, those with full-time jobs, older students, and those enrolled part-time or in the evening reported higher incomes than other students. Differences were greatest by whether or not students worked full-time and by age. Incomes above \$10,000 were reported by 75 percent of those working full-time, compared to 9 percent of those not working full-time. Income reported increased with age up to 50 years, then dropped slightly; 63 percent of those 40 to 50 years of age reported incomes above \$10,000, compared to just 5 percent of those under 20 years. Differences by age and work are reflected in the higher incomes reported by evening or part-time students than by day or full-time students. Evening students most often work full-time and enroll part-time; higher personal incomes represent earnings. Incomes of \$10,000 were reported by 54 percent of evening students and 42 percent of part-time students, compared to 10 percent of day students and 9 percent of full-time students.

Differences in personal income reported were slight by sex or ethnicity;

incomes under \$4,000 were reported more often by women or minority students than by men or white students.

Personal income reported by students varied little among colleges. Incomes of less than \$4,000 were reported by from 50 to 56 percent of students at seven colleges; the proportions were lower at Valley and Mission, at 46 and 32 percent. At five of the colleges, from 19 to 25 percent of the students reported incomes above \$10,000. Proportions at Mission and Valley were higher, at 47 and 31 percent, while at West and City they were lower, at 18 and 16 percent.

Would you attend this college if tuition was charged (such as \$5 per unit)?



Students Attitudes towards Possible Tuition

Concerns for adequate funding of community colleges following Proposition 13 has led to a consideration of the possible imposition of tuition charges, running counter to a long-standing tradition in California. The question regarding tuition was added to the 1978 student survey to get a general response concerning the possibility of tuition. As the graph details, the largest proportion of students responded that tuition would not interfere with attendance. When those responding that tuition would be acceptable with additional student aid are added to those for whom tuition would not be a problem, a majority of 55 percent would find a tuition charge of \$5 a unit acceptable. When those responding that they were uncertain about tuition are excluded, 52 percent were acceptant of tuition and 21 percent were acceptant with additional aid.

Parental income and age were the greatest influences on how students responded. Tuition was not a problem for 57 percent of those reporting \$20,000 or more in parental income, while just 17 percent of those reporting incomes of less than \$6,000 were positive about tuition. Attitudes toward tuition were more positive among older than younger students; 62 percent of those over 50 years reported that tuition would not be a problem, compared to 38 percent among those under 20 years and 34 percent among those between 20 and 30 years. These differences diminish when tuition coupled with additional financial aid is considered. Those reporting below-average parental incomes most often responded that tuition was not a problem with additional student aid. Younger or minority students also responded more often than average that tuition

would not be a problem if more aid was provided. White students more often reported that tuition was not a problem, at 51 percent compared to from 26 to 37 percent among minority classifications.

There was no more than 3 percent difference in response between males and females. Part-time or evening students were somewhat more positive toward tuition than full-time or day students, with 11 percent difference in those responding that tuition was not a problem.

Among colleges, students were most positive about tuition at Mission, Valley, and Pierce, colleges which reported above-average parental income. Fifty percent of the students at these colleges reported that tuition would not be a problem, compared to from 21 to 29 percent at Southwest, City, and East.

How many paid hours per week are you employed?



Average hours = 23.9
N = 7197

Student Employment Patterns

A large 80 percent majority of survey respondents held jobs, 34 percent of them full-time. The proportion working full-time increased 180 percent over the 1976 survey, while those not working decreased 20 percent. Employment was much higher than for all community college freshmen or for freshmen from all institutions; less than three percent of either two-year or all college freshmen reported working full-time and no employment was reported by 70 percent of two-year and 75 percent of all freshmen.¹⁰

Differences in full-time employment were greatest for day or evening enrollment. Seventy-eight percent of evening students reported working 40 hours a week or more, compared to 13 percent of day students. Variation was also substantial for age, personal income, and full- or part-time enrollment. The proportion working full-time rose with age, declining slightly after age 50. Among those 40 to 50 years of age, 62 percent worked full-time, compared to 16 percent of those under 20 years. No employment was also highest among those under 20, at 41 percent of unemployment reported. A forty-hour week or more was reported by 55 percent of part-time students and by 54 percent of those reporting personal incomes of \$10,000 or more, compared to 14 percent of full-time students and 11 percent of those reporting less than \$4,000 personal income. Men more often than women reported full-time work, at 41 compared to 27 percent. An 8 percent higher proportion of students working

¹⁰ Ibid., p. 60

full-time than part-time or less gave proximity of the college as a reason for attendance. There was little difference by ethnicity or parental income in full-time work reported.

Full-time work was reported most often by Southwest students, at 56 percent, followed by Mission students, at 46 percent and Trade-Tech students, at 44 percent. Students at West least often reported full-time work, at 18 percent, followed by Pierce and Harbor students, at 28 and 26 percent.

What is your marital status?



N = 8130

Student Marital Status

While a two-thirds majority of the survey sample were single, a higher proportion of students were married than is typical of two-year or all college freshmen, at 25 percent compared to less than 2 percent of the CIRP national sample.¹¹

Married students were more often enrolled in the evening or part-time than single students. Evening enrollment was reported by 53 percent of married women and 18 percent of single students, while part-time enrollment was reported by 70 percent of married students and 34 percent of single students. Quite predictably, single students were younger than married students. Ninety-four percent of single students were under 30 years of age, while two-thirds of the married students were between 20 and 40 years. Among divorced or widowed students, 72 percent were women, a possible indication of women re-entering education to acquire or upgrade occupational skills.

Single students more often reported having taken a college preparatory course in high school than married students, at 52 compared to 44 percent. Married students, however, more often than single students reported upper-division or higher levels of education, at 22 compared to 6 percent. Acquiring occupational skills was a more important reason for enrollment among married than single students, while for single students transfer education was more important than for married students. Married students were somewhat more interested than single students in

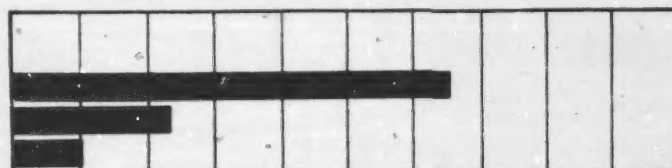
¹¹ Ibid., p. 48

language, literature, and technical courses; single students more often preferred sciences and mathematics than married students.

Single students were 76 percent of students surveyed at Pierce and West, and 73 percent of City students, while at Mission just 33 percent of the sample were single. Mission had the highest proportion of married students, at 56 percent, while at West and Pierce the proportions were lowest, from 16 to 19 percent.

Are you interested in enrolling your child(ren)
in the campus child development center?

Response
Not applicable
No
Yes



Percent
66.8%
23.0%
10.2%

N = 8176

Interest in Campus Child Development Centers

Although for most students enrolling children in a child development center was not applicable, 31 percent of those for whom enrollment was applicable expressed interest in utilizing the service. The proportion of the total sample expressing interest in child care rose from 8 percent in 1976 to 10 percent in 1978. Extrapolating this increase to actual numbers based on total enrollment, 12,000 students in 1978 would make use of the service if it were available to them, compared to 10,000 in 1976. This demand far exceeds services which are provided under current budget and facilities constraints.

As would be expected, demand is higher among those in age categories and with marital statuses which are associated with being parents. Interest in child care was 12 percent among those 20 to 30 years of age and 18 percent among those 30 to 40 years of age, compared to 6 percent for those under 20 or over 50 years. Eighteen percent of married students, and 16 percent of divorced or widowed students were interested in child care services. Women were just slightly more interested than men, at 11 compared to 9 percent.

There was unexpectedly higher interest in child care among evening and part-time students than among day and full-time students. Twelve percent of evening or part-time students reported interest, compared to 9 percent among day or full-time students. This difference relates to the much higher proportion of married students among evening or part-time students. There was also a substantially higher interest among minority students than white students; from 10 to 17 percent of those

in minority classifications expressed interest, compared to 5 percent among white students.

Among individual colleges, the greatest interest in child care services was expressed by students at Southwest, Trade-Tech, and East--all with high minority enrollment; the proportion reporting interest ranged from 19 percent at Southwest to 13 percent at East. Students at Pierce and Valley were least interested, at 5 and 7 percent.

PART IV

Evaluation of College Services



How would you grade the following services provided by the college?

College Service	Grade					Mean GPA	Percent Respondents
	A	B	C	D	F		
Teaching	37.8%	46.3%	14.5%	1.1%	0.4%	3.2	95.9%
College Library	41.2	37.6	17.1	2.9	1.2	3.1	71.7%
Handicapped Services	44.4	29.1	18.9	4.7	2.9	3.1	13.6%
Child Develop. Center	40.1	26.7	24.7	3.5	5.0	2.9	12.2%
Job Placement	29.2	28.5	27.5	8.6	6.2	2.7	25.5%
Admissions Office	19.4	36.4	31.4	8.7	4.2	2.6	78.8%
Health Services	24.7	28.8	32.1	7.8	6.5	2.6	17.9%
Veterans' Affairs	30.1	27.1	27.8	7.7	7.4	2.6	17.6%
Counseling	21.7	30.7	29.5	11.6	6.5	2.5	58.1%
E.O.P. & S.	21.5	28.8	32.8	8.6	8.2	2.5	17.5%
Financial Aids	22.1	24.7	29.7	13.1	10.4	2.4	30.9%
Food Services	10.7	28.4	37.5	13.8	9.6	2.2	59.9%

LACCD College Services

A major addition to the Fall 1978 Student Survey is the section asking students to "grade" services provided by the colleges. As "consumers" of these services, students are uniquely suited to judge the value and quality of services designed for them. Students were asked to indicate whether or not particular services were utilized, as well as to evaluate each service. An analysis of each service evaluation by students is provided in this section and follows the rank order of highest to lowest ratings as on the graph opposite.

Teaching

Few doubt the importance of teaching to any institution of higher education. For community colleges, the quality of teaching has been especially emphasized. Survey results confirmed this emphasis with teaching rated higher than any other college service evaluated, at a mean grade point average (GPA) of 3.2, or a "B+." Teaching was given an "A" or "B" by 84 percent of survey respondents, indicating a very high level of satisfaction with the quality of instruction received.

Students who were older or enrolled part-time gave teaching a somewhat higher rating than younger or full-time students. For example, 59 percent of students 40 years of age or older gave teaching an "A", compared to only 32 percent of students under 20 years of age. Among part-time students, 42 percent rated the quality of teaching "A", compared to 35 percent among those enrolled full-time. Consistent with the higher enrollment of older, part-time students in evening courses, evening students

also more often rated teaching "A" than day students, at 43 compared to 35 percent. Ratings were somewhat higher than average among students preferring language, literature, health or allied health subjects, and lower than average among those undecided about major subject areas.

Ratings were consistently high among colleges; Mission and Harbor students were slightly above average and Southwest and East students slightly below average in their rating of teaching.

College Library

Library services, along with handicapped services, ranked second among college service evaluations by students. A 78 percent majority rated library services "A" or "B."

There appears to be a relationship between library and instructional services in the evaluation of them by students. Among those rating teaching "A", 60 percent also rated library services "A." In a Fall 1978 survey of the importance selected college functions have to staff and students, library services was rated "very important" by 83 percent of the respondents and ranked first among functions evaluated.¹²

Library services are apparently regarded as an essential complement of instruction.

The college library rating was "B" or better at eight of the nine District colleges, and was highest at Harbor, Southwest, and West.

¹² Los Angeles Community College District Office of Educational Information Services, Educational Services Division, unpublished computer printout, January 17, 1979.

Handicapped Student Services

As noted above, handicapped student services ranked second highest in the rating given by students. Nearly three-fourths rated the service "A" or "B." Ratings were consistent among types of students.

Harbor students rated services for the handicapped highest at a GPA of 3.3; Mission students gave the lowest rating at 2.2.

Child Development Centers

Child development centers ranked fourth highest among services listed in the evaluation rating given by students. More than two-thirds of the students rated this service an "A" or "B." The high rating the centers received is consistent with increasing interest in utilizing the service, discussed earlier in this report. At each of the colleges, there are currently long waiting lists of student parents wanting to utilize child center services.

Highest ratings were given by students at West, followed by Valley, Mission, and East.

Job Placement Office

The college job placement offices were given an average District rating of 2.7 and ranked fifth among the twelve services evaluated by students.

Job placement services were rated most favorably by those working part-time. For example, nearly 40 percent of those working fewer than 10 hours graded the placement office "A", compared to 25 percent of those

working full-time. Those not working rated the service lower than those working.

Job placement services were rated highest at Mission, Pierce, and Valley. The lowest evaluations were given by students at East and City.

Admissions Office

The services provided by the college admissions offices were rated 2.6, or "C+." These services, essential to any college operation, ranked sixth or midway in the list of services evaluated by students. A majority of 56 percent, however, rated this service "A" or "B."

A slightly higher rating was given the admissions office by evening than by day students. Also, older students typically rated the admissions office more favorably than younger students. For example, the average rating given to the admissions office by students 50 years of age or older was 3.1, compared to an average rating of 2.6 for students under 20 years.

Among colleges, the highest ratings were given the admission office by students at Mission, Pierce, and Valley.

Health Services

Health services, usually consisting of the nursing office on each campus, also received an overall 2.6 rating by students and ranked midway among college services evaluated. Fifty-four percent rated health services "A" or "B."

Evaluation of health services among colleges ranged from 2.8 at Pierce to 1.9 at Mission.

Veterans' Affairs

Students rated veterans' affairs services 2.6, or "C+", as they did admissions and health services. The 18 percent rate of response is the same proportion as veterans receiving aid in Fall 1978. A majority of 57 percent of the respondents rated services "A" or "B."

Men, who most often are veterans and use services, rated the office somewhat higher than women. Variation was greatest, however, by reported personal income. Among those reporting more than \$10,000, 65 percent rated services "B" or higher, compared to 47 percent among those reporting less than \$4,000. Also higher than average were the ratings of white students or those enrolled during the evening or part-time.

Ratings for veterans' office services were highest at Mission, Harbor, and Valley and lowest at West.

Counseling

The services provided by the counseling offices were given an overall rating of 2.5, or "C", and ranked eighth highest out of the twelve services evaluated. A majority of 52 percent, however, rated services "A" or "B."

In the survey of the importance of college functions conducted in the Fall of 1978 and referred to above, counseling was divided into academic

advising, career, and personal counseling. Academic advising ranked fifth and career counseling seventh, while personal counseling ranked twentieth of twenty-four functions.¹³ It is not clear how respondents' perceptions of counseling functions may have influenced their evaluation ratings.

There was little variation among types of students in their rating of counseling services. Those 20 to 30 years of age most often used counseling services but rated them lowest, at 48 percent "B" or higher, while those 50 years or above used services least but rated them highest, at 71 percent "B" or higher. Slightly higher than average proportions of those rating services "B" or higher were white, enrolled during the day, or reported below median parental incomes.

Counseling services were rated highest by City, Mission, and West students, at 2.6 and lowest by Southwest students, at 2.2.

Extended Opportunities Programs and Services (EOP&S)

Like counseling services, EOP&S was rated 2.5, or "C", by all respondents. A rating of "B" or better was given by 50 percent.

EOP&S, instituted by the state to help students from low-income families, was rated higher by students reporting low income than high income. Among those reporting less than \$6,000 parental income, 52 percent rated services "B" or higher, compared to 42 percent reporting parental income above \$15,000. Fifty-four percent of those reporting less than \$4,000

¹³Ibid.

personal income rated services "B" or higher, compared to 46 percent of those reporting more than \$10,000.

Among colleges, EOP&S evaluations ranged from 2.7 at West to 2.3 at City.

Student Financial Aid

Financial aid services were given a 2.4 rating, or "C-", which ranked eleventh among the twelve services evaluated. Forty-seven percent rated the service "B" or higher.

Slightly higher ratings were given by students reporting lower than average parental or personal incomes, by minority and women students, and by those enrolled full-time or during the day.

There was little variation in ratings among colleges. Student evaluations ranged from 2.6 at Mission to 2.3 at City, Harbor, Pierce, Southwest, and Trade-Tech.

Food Services

Food services was given the lowest evaluation rating by students, at 2.2, or "C-". More than 60 percent rated food services a "C" or lower.

Men or minority students were more critical of food services than women or white students. Sixty-three percent of the men and 64 percent of minorities rated services a "C" or lower, compared to 58 percent among women and 55 percent among white students. There were scarcely any differences among other types of student respondents.

There was wide variation among colleges in their evaluation of food services. The highest rating was given by East students, at 3.0, and the lowest by Mission students, at 1.4.

PART V

The Survey Sample



The Survey Sample

Characteristics of the more than 8,500 responding to the Fall 1978 Student Survey closely resemble those of the total Fall 1978 district-wide student population. The exception is the higher representation of full-time day students among respondents than among the total population. This bias may be the result of lower retention among part-time evening than full-time day students. Total enrollment is based on a student count the fourth week of classes, while the student survey sample is drawn from enrollment the twelfth or thirteenth week of classes.

Individual college samples ranged from 5.3 percent at West to 15.2 percent at Mission. The overall districtwide sample was 7 percent of Fall 1978 credit class enrollment and totalled 8,560.

Variation in sample proportions among colleges may well have influenced average response for the district as a whole. Variation among colleges and among types of students has been pointed out in narrative discussions of response.

Possible Sampling Errors

Statistics in this report are estimates derived from the sample survey. The U. S. Census Bureau notes two types of errors in estimates based on a sample survey--sampling and non-sampling.¹⁴ Sampling errors result

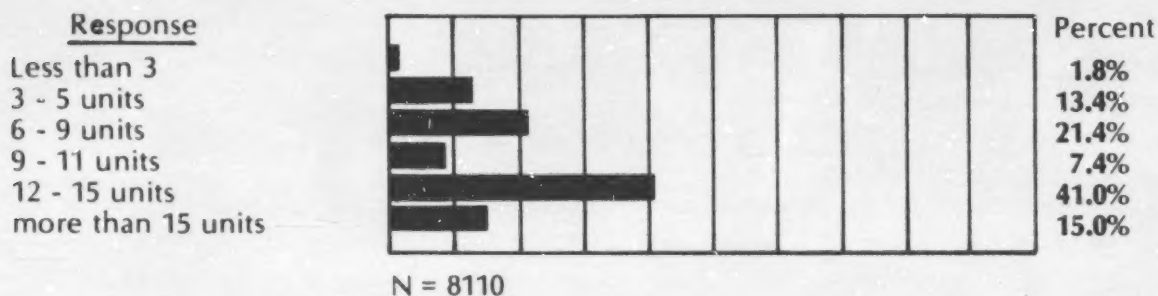
¹⁴U.S. Bureau of The Census, Standards for Discussion and Presentation of Errors in Data, Technical Paper No. 32, March, 1974.

from observations only made from the sample; non-sampling errors result from misinterpretation, incomplete response, or processing errors. The joint effects of sampling and non-sampling error have been minimized by utilizing a large sample size, and by noting variation in response by college and by characteristics of respondents. Comparisons with data based on total enrollment, previous surveys, and other studies have also been utilized to place results in a broader context of meaning and interpretation.

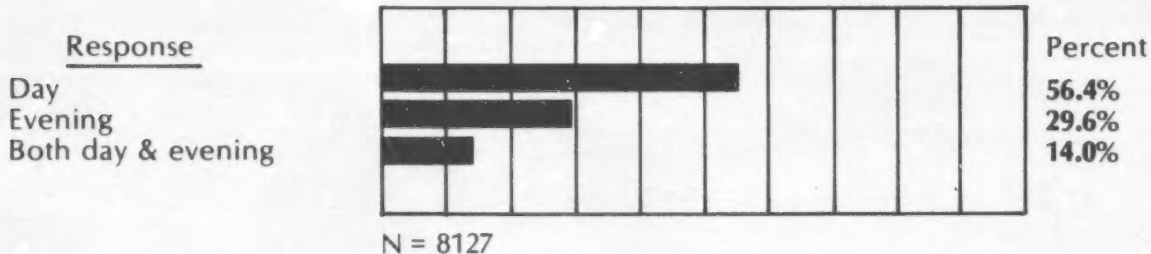
Tables of Respondent Characteristics

Included in this final section of the report are tables presenting the average, districtwide characteristics of respondents. These characteristics include enrollment by day or evening, full-time or part-time, or first-time or continuing; and reported grade point average, age, sex, and ethnicity.

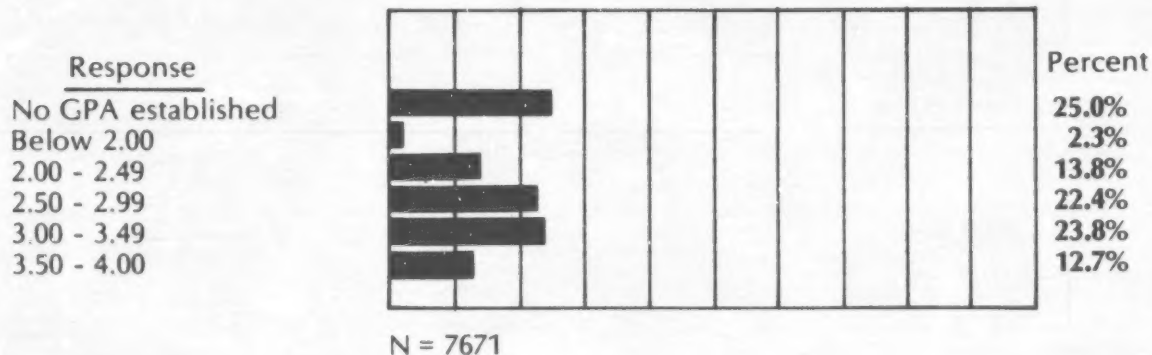
How many units are you taking this semester?



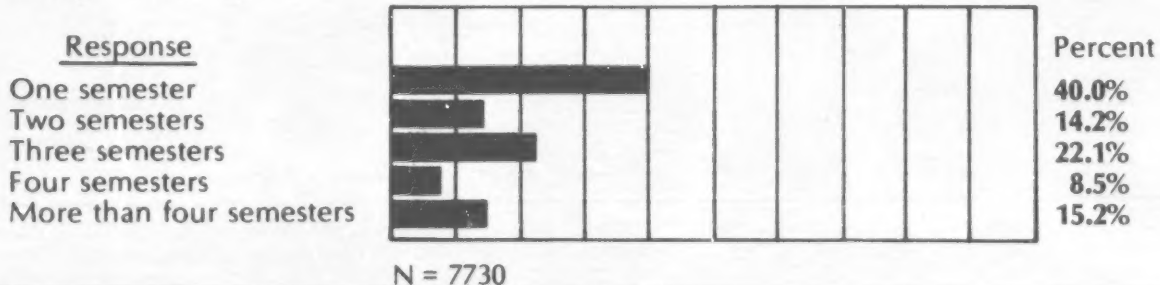
In which classes are you currently enrolled?



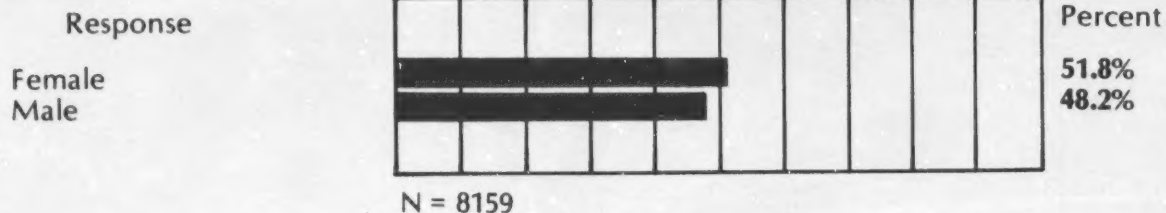
What is your current Grade Point Average (GPA)?



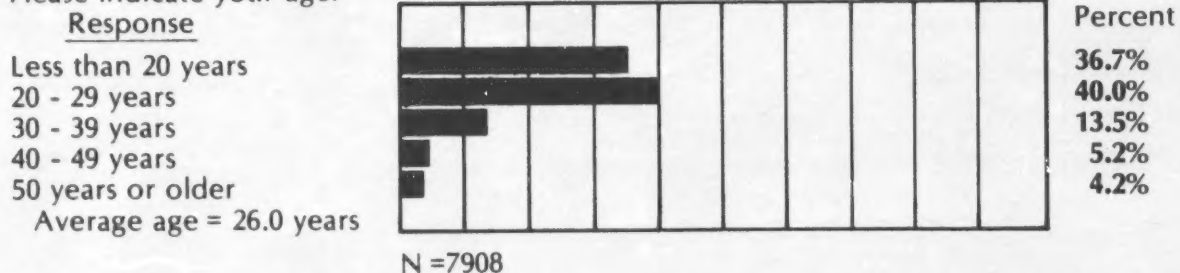
How many semesters have you been at this college including this Fall?



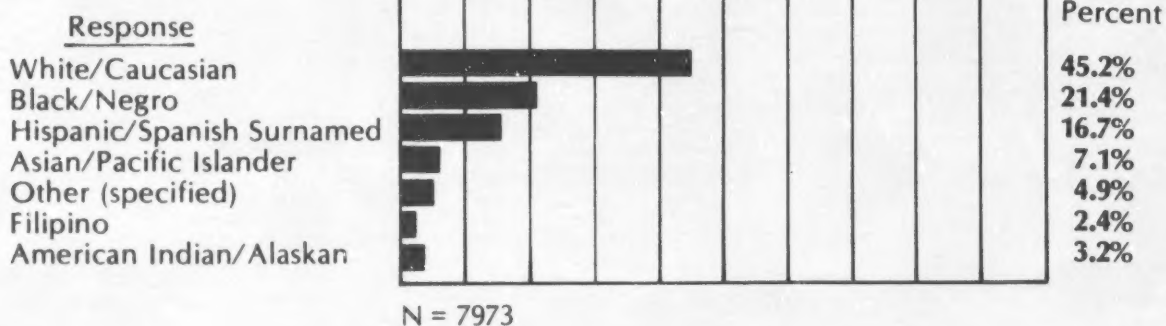
Please indicate your sex.



Please indicate your age.



Please indicate your racial/ethnic background.



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APPENDIX

LACCD STUDENT SURVEY - FALL 1978

Dear Student:

Hello! Completing this questionnaire will mean giving up some of your class time, but it will be of great service to the college in determining how to serve you better. We ask for information about your goals, needs, aspirations, and accomplishments. No student names or identification will be requested. Please circle the number of one of the answers below each question. Upon completion, please return the questionnaire to your instructor. Thank you.

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| <p>1. WHAT IS THE MOST IMPORTANT REASON YOU ARE ATTENDING COLLEGE? (CIRCLE ONE)</p> <ol style="list-style-type: none"> 1. To acquire or improve occupational or technical skills 2. To help choose a career 3. To prepare to transfer to a four-year college 4. To develop basic learning skills (English, Reading, Math) 5. To take courses for pleasure 6. Could not find a job 7. Other (specify) _____ <p>2. WHAT IS THE MOST IMPORTANT REASON YOU CHOSE TO ENROLL AT THIS COLLEGE?</p> <ol style="list-style-type: none"> 1. No admissions requirements 2. No tuition 3. Close to home 4. Athletic program 5. Friends attend 6. Parents' advice 7. Counselor's advice 8. Reputation for good teaching 9. Other (specify) _____ <p>3. WOULD YOU ATTEND THIS COLLEGE IF TUITION WAS CHARGED (SUCH AS \$5 PER UNIT)?</p> <ol style="list-style-type: none"> 1. Yes, tuition not a problem 2. Yes, with additional student financial aid 3. No, could not afford the cost 4. Uncertain at this time <p>4. IN WHAT AREA OF STUDY DO YOU HAVE THE GREATEST INTEREST?</p> <ol style="list-style-type: none"> 1. Social & Behavioral Sciences 2. Math, Physical/Life Sciences, Chem. 3. Fine Arts & Humanities 4. Business & Secretarial 5. Language & Literature 6. Health & Allied Health Fields 7. Home Economics/Consumer/Family Studies 8. Trades & Applied Technology 9. Undecided <p>5. DID YOU SELECT YOUR HIGH SCHOOL COURSES TO PREPARE FOR COLLEGE?</p> <ol style="list-style-type: none"> 1. Yes 2. No | <p>6. WHAT WAS YOUR HIGHEST LEVEL OF EDUCATION BEFORE ATTENDING THIS COLLEGE?</p> <ol style="list-style-type: none"> 1. Some elementary school 2. Elementary school diploma 3. Some high school 4. High school diploma 5. Some college, no degree 6. 2-year college degree 7. 4-year college degree 8. Some graduate school 9. Graduate degree <p>7. WHAT IS THE HIGHEST ACADEMIC DEGREE YOU PLAN TO OBTAIN?</p> <ol style="list-style-type: none"> 1. High School Diploma 2. Certificate of Completion 3. A.A., A.S. (2-year) 4. B.A., B.S. (4-year) 5. M.A., M.S. (Master's) 6. Doctorate or Professional (Ph.D., M.D., LL.D., etc.) 7. Undecided 8. Not interested in degree <p>8. WHAT TYPE OF CLASSES ARE YOU PRIMARILY INTERESTED IN ATTENDING?</p> <ol style="list-style-type: none"> 1. Classes for credit 2. Non-credit Community Services classes 3. Both <p>9. ARE YOU INTERESTED IN ENROLLING YOUR CHILD(REN) IN THE CAMPUS CHILD DEVELOPMENT CENTER?</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Not applicable <p>10. WHAT IS YOUR PRIMARY MEANS OF GETTING TO CAMPUS?</p> <ol style="list-style-type: none"> 1. Own car 2. Car pool 3. Motorcycle 4. Walk 5. Bus 6. Bicycle <p>11-2. PLEASE INDICATE HOW MANY MILES YOU LIVE FROM CAMPUS? _____ miles
(EXAMPLE: If you live 3 miles away, mark 0 3 miles)</p> <p>13-4. HOW MANY PAID HOURS PER WEEK ARE YOU EMPLOYED? _____ hours/week</p> |
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COLLEGE SERVICES													
How would you grade the following services provided by the college? Check the box below the grade (✓). Please also indicate if you have not used the service.													
GRADE:	A	B	C	D	F	NOT USED	GRADE:	A	B	C	D	F	NOT USED
15-6. Teaching						N/A	27-8. Job Placement						
17-8. Counseling							29-0. Handicapped Services						
19-0. Financial Aids							31-2. Health Services						
21-2. E.O.P. & S.							33-4. Food Services						
23-4. Veterans' Affairs							35-6. Admissions Office						
25-6. College Library							37-8. Child Develop. Center						

(5) (4) (3) (2) (1)

(5) (4) (3) (2) (1)

39. PLEASE ESTIMATE YOUR PARENTS' ANNUAL INCOME. (ANSWER ONLY IF YOU LIVE WITH YOUR PARENTS.) 1. Under \$4,000 5. \$12,000-\$14,999 2. \$4,000-\$5,999 6. \$15,000-\$17,999 3. \$6,000-\$8,999 7. \$18,000-\$19,999 4. \$9,000-\$11,999 8. \$20,000-\$30,000 9. Above \$30,000 40. PLEASE ESTIMATE YOUR PERSONAL ANNUAL INCOME. (INCLUDE ALL INCOME.) 1. No income 5. \$3,000-\$3,999 2. Under \$1,000 6. \$4,000-\$5,999 3. \$1,000-\$1,999 7. \$6,000-\$7,999 4. \$2,000-\$2,999 8. \$8,000-\$10,000 9. Above \$10,000 41. WHAT IS YOUR CURRENT COLLEGE GRADE POINT AVERAGE? 1. No GPA established 4. 2.50-2.99 2. Below 2.00 5. 3.00-3.49 3. 2.00-2.49 6. 3.50-4.00 42. HOW MANY SEMESTERS HAVE YOU BEEN AT THIS COLLEGE INCLUDING THIS FALL? _____ semesters 43-4. HOW MANY UNITS ARE YOU TAKING THIS SEMESTER? _____ units	45. IN WHICH CLASSES ARE YOU CURRENTLY ENROLLED? 1. Day (beginning before 4:30 p.m.) 2. Evening (beginning 4:30 p.m. or later) 3. Both 46. PLEASE INDICATE YOUR SEX. 1. Male 2. Female 47. WHAT IS YOUR MARITAL STATUS? 1. Single 3. Divorced 2. Married 4. Widowed 48. PLEASE INDICATE YOUR RACIAL/ETHNIC BACKGROUND. 1. American Indian/Alaskan 2. Black/Negro 3. Hispanic/Spanish-Surnamed 4. Asian/Pacific Islander 5. Filipino 6. White/Caucasian 7. Other (specify) _____ 49-0. PLEASE INDICATE YOUR AGE: _____ years 51-5. ENTER YOUR FIVE-DIGIT ZIPCODE NUMBER: _____ 9 _____
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